# Professionalism and Burnout among College Physical Education Teachers in Kerala.

## INTRODUCTION

The higher education system in Kerala has been undergoing change over the last two decades. There are still a few unanswered questions regarding teacher professionalism and their burnout. Are teachers really responsible for the crises? Will professionalization of teachers solve the entire problem in Physical Education and sports? Will the society invest for Teacher Professionalism for a better education for the next generation? We need colleges with professional teachers with expertise, commitment and leadership. Raising professional standards and avoiding burnout, teachers need preparation programmes and participation. Professionalism has a positive impact but the burnout produces a negative impact on a college system. It is on the basis of this background that this study aims to investigate the professionalism and burnout of college physical education faculties within Kerala state.

### Statement of the Problem

The purpose of this study was to analyses magnitude of professionalism and burnout among full-time college physical education faculties who are employed in government and private aided colleges affiliated to various universities in Kerala State and belonging to different gender and age groups.

**Objectives of the Study:**

1. The study will examine the differences that exist in professionalism and burnout among the physical education faculties from government and private aided colleges in Kerala state.

2. The study will investigate the difference between the gender and age groups in professionalism and burnout dimensions among physical education faculties from government and private aided colleges in Kerala state.

3. The study will also examine the factors which predict professionalism and burnout among full-time college physical education faculties.

4. Moreover, the study will also analyses the relationship between professionalism and burnout dimensions among college physical education faculties in Kerala state.

**Selection of Subjects**

The sample for the study consists of 178 Physical Education Faculties belonging to Government and Aided [Private] affiliated colleges of four Universities in the State of Kerala viz. Mahatma Gandhi University, Kerala University, Calicut University, and University of Kannur. 146 male and 32 female physical education faculties participated in this study.

**Tools for the study**

Three instruments were used in this study, namely: (1) Halls Professionalism Scale Survey, (2) Maslach Burnout Inventory - Educator's survey and (3) Demographic Information questionnaire. Halls Professionalism Scale assesses five attitudinal attributes toward professionalism. Schack & Hepler (1979) added the sixth attribute viz; The scale consisted of six attitudinal dimensions: 1. Use of the Professional Organization as a Major Referent, 2. Belief in Service to the Public, 3.Belief in Self-Regulation, 4.Sense of Calling to the Field, 5.Autonomy, 6. Belief in Continuing Competence and Maslach burnout Inventory - Educator's survey include three sub scales namely; 1.Emotional exhaustion, 2.Depersonalization, and 3.Personal accomplishment.

**Statistical Techniques Employed**

The Multivariate Analysis of Variance (MANOVA) was computed to assess differences on mean scores on professionalism and burnout dependent variables. Comparisons of mean professionalism sub scale scores were evaluated between the three age groups, sex and category basis. Generalized linear model regression analysis was utilized to learn more about the contribution of each dependent variable to the total professionalism and burnout scores. In order to know the strength of relationship between dependent variables, product moment correlation coefficient was computed. The data were analyzed by using IBM-SPSS Version 20.0. LSD post hoc analysis was

performed when statistical significance ($p < .05$) was obtained to identify significant pair wise differences.

**RESULTS OF THE STUDY**

Category differences on professionalism scale dependent variables examined using MANOVA and result was significant (Wilks' Lambda = .786, F (161) = 7.284, p=.000). at category and age wise groups MANOVA results was also found significant (Wilks' Lambda = .653, F (161) = 6.362, p=.000). At the same time between sex MANOVA result was not found significant (Wilks' Lambda = .929, F (161) = 2.053, p=.062). The overall effects were found significant in category and age, so the subsequent univariate analysis were performed. It may be conclude that, statistically significant differences were found in professionalism dimensions: Professional Belief in Self-Regulation, Sense of Calling to the Field and Autonomy, Belief in Service to the Public between full-time faculty employed at government and private aided colleges affiliated to four universities in Kerala state. Between genders, professionalism dimensions only Belief in Self-Regulation found significantly to differ between genders. Between age groups, there is a statistically significant difference was found in professionalism dimension; Professional Organization as a Major Referent.

Linear Regression estimates the coefficients showthat, the selected variable "Sense of calling to the field" contribute 73.9%, "Belief in Self-

Regulation" contributes 16.7%, "Service to the Public" contributes 6.6% and "Professional Organization as a Major Referent" 1.5% to the total score in Professionalism scale. Finally included variable to the 5th model "Autonomy" R2 value 1.000 which adds 0.013 to the total professionalism score give only 1.3%. From these results, it can be concluded that, the professionalism dependent variable "Sense of calling to the field" dimension, frames for the professional commitment of the member to the occupation. The practitioner shows pride in his/her work, and derives a great deal of personal satisfaction from the services he/she performs (Snizek, 1972; Schack&Hepler, 1979) contribute the majority 73.9% to the professionalism scale total score.

The correlation analyses reveals that, when professional organizations, associations, and colleagues exist to enhance and reinforce the values, beliefs, attitudes, and identification with a profession, the teachers believe that their occupation is indispensable and beneficial to both societies as the member, the belief that only fellow professionals should judge the performance of the professional, teachers freedom and right to make decisions about work related issues without external pressures and ability to maintain an adequate level of competence, and remain up-to-date.

According to the criteria provided by Maslach and Jackson (1996) for categorization of the Maslach Burnout Inventory- Educators Survey (MBI-ES) Emotional Exhaustion scores < 13 represent a low degree of burnout, which

means that the arrearage score of 10.98 of teachers in physical education faculty belonging to low degree of burnout. Depersonalization scores between 3-8 represent the medium degree of burnout, which means that the average age score of 5.24 of teachers in physical education faculty belonging to medium degree of burnout. Personal Accomplishment (PA) scores between 36-42 represent the medium degree of burnout, which means that the average age score of 37.97 of teachers in physical education faculty belongs to medium degree of burnout.

Category differences on burnout scale dependent variables examined using MANOVA and result was not significant (Wilks' Lambda = .871, F (161) = 8.112, p=.000). The sex and age wise groups MANOVA results was found significant (Wilks' Lambda = .653, F (161) = 6.362, p=.000). The overall effects were found significant in Age and sex so the subsequent univariate analysis were performed. It may be concluded that, statistically significant differences were found in professionalism dimensions: Professional Belief in Self-Regulation, Sense of Calling to the Field and Autonomy, Belief in Service to the Public and burnout dependent variables: Personal Accomplishment (PA) between full-time faculty employed at government and private aided colleges affiliated to four universities in Kerala state. Burnout sub scales, all the dependent variables are found to differ significantly between genders and no

significant difference was found between different age groups among full-time college physical education faculties.

The linear regression predicts that, the selected variable "Emotional Exhaustion" contributes 64.3%, "Depersonalization" contributes 30%, and "Personal Accomplishment" 5.7% to the total burnout score. From these results, it can be concluded that, the burnout dependent variable "Emotional Exhaustion" dimension, frames feelings of being emotionally over extended and exhausted from one's work (Raiger, 2005) contribute the majority 64.3% to the burnout scale total score.

Pearson's Product Moment correlations were conducted to examine the relationships between the subscale scores of burnout among college physical education faculties. The results revealed that Emotional Exhaustion was significantly positively correlated with Depersonalization ($N(178) = .709$, $p<.001$), indicating that higher scores on Emotional Exhaustion were associated with higher Depersonalization scores. In addition, Emotional Exhaustion was significantly negatively correlated with Personal Accomplishment ($N(178) = -.188$, $p< .001$). In other words, as Emotional Exhaustion scores increased, Personal Accomplishment decreased. The results also revealed a significant negative correlation between Depersonalization and Personal Accomplishment ($N(178) = -.297$, $p<.001$), indicating that greater Depersonalization scores were associated with lower Personal Accomplishment scores. A high degree of

burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on Personal Accomplishment subscale (Maslach& Jackson, 1996).

The goal of this research was to contribute empirical research to the fields of worksite promotion in higher education, as well as to develop relevant worksite education strategies for this population. The nature of these findings, factors and implementation will increase in professionalism and reduce burnout is a major focus of this dissertation. Targeting measurable professionalism and burnout behaviors can be used to improve the quality of physical education in college level. Physical educators along with human resource and higher education administration can work together to reduce burnout and increase in professionalism to support this profession.

**Conclusions**

Within the limitations of the present study and on the basis of the findings, the following conclusions may be drawn.

1. Overall significant differences were found between government and private aided colleges' physical education faculties, between different age groups.

2. No overall significant differences were found between genders in government and private aided colleges' physical education faculties.

3. Statistically significant differences were found in professionalism dimensions: Professional Belief in Self-Regulation, Sense of Calling to the

Field and Autonomy, Belief in Service to the Public between full-time faculty employed at government and private aided colleges affiliated to four universities in Kerala state.

4. Between genders, professionalism dimensions only Belief in Self-Regulation found significantly differ between genders.

5.Between age groups,statistically significant difference was found in professionalism dimension; Professional Organization as a Major Referent.

6. Linear Regression estimates the coefficients found that, the selected variable "Sense of calling to the field" contribute 73.9%, "Belief in Self-Regulation" contributes 16.7%, "Service to the Public" contributes 6.6% and "Professional Organization as a Major Referent" 1.5%, and "Autonomy" 1.3% to the total professionalism score.

7. Overall, Category differences on burnout scale dependent variables result was found not significant.

8. In burnout, the sex and age wise groups overall differences were found significant.

9. It may conclude that, Burnout sub scales, all the dependent variables are found to differ significantly between genders.

10. Regarding Burnout sub scale, no significant difference was found between different age groups among full-time college physical education faculties.

**Recommendations**

In the light of the conclusions drawn, the following recommendations are made.

1.The study identified that most Physical education faculties seem to know the demands of professionalism and causes of burnout. The researcher therefore felt it significant that in order to maintain and enhance their professionalism, they must talk and make it an issue for debate in their meetings. It would be of great value if Physical education faculties were able to reprimand themselves even without the inclusion of supervisors.

2. This study revealed that teaching has become one of the most challenging professions. It therefore requires one to belong to a community of professionals that provide space for sharing experiences. Teacher unions and associations need to provide a platform where Physical education faculties can learn to debate issues of professionalism and burnout. This might help curb the exodus of Physical education faculties from the profession as they find themselves wanting when faced with challenges.

3. Physical education faculties must work cooperatively with other faculty members as teams in their respective colleges. Planning together may ease the problem of the alleged lack of support and monitoring. Moreover for professional accountability, Physical education faculties as professionals are

obligated to do whatever is best for their clients and not what is easier and most convenient.

4. Physical education faculties have experienced paradigm shifts in their professionalism and this is influenced by changes in the curriculum. They need support and monitoring for the implementation of the new curriculum policy. This is a call to the government to put systems and procedures of support in place. Such systems and procedures might include frequent workshops to empower them with the new curriculum changes. But these workshops should be informed by the Physical education faculties needs. This recommendation is echoed by Griessel et al. (1993) who points out that the government must ensure that Physical education faculties remain up to date with all the latest developments in the field, conduct in-service programs and refresher courses. It is also important that the Department of Physical Education of the university must open up forums to debate issues pertaining to teacher professionalism. The experiences and problems of the Physical education faculties can be heard directly from grassroots level.

6. Improvement in teacher professionalism and reduction of burnout, it is necessary to pay attention to the kind of work environment that enhances Physical education faculties' sense of professionalism. College must be provided with adequate sports infrastructure facilities, working conditions, resources, support and decision-making.